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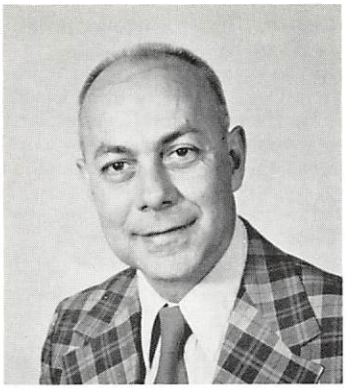

viewpoint / point de vue

Nous sommes tous convaincus qu'une expérience de camp de vacances est importante dans la vie d'un enfant. C'est pourquoi, à travers notre merveilleux pays depuis plus de 75 ans, les camps de jeunes se sont multipliés afin de permettre à plus d'enfants de profiter de la vie de Plein Air.

Cependant beaucoup de camps, un peu sans le vouloir, ont créé pour les enfants qui y viennent des situations un peu artificielles. Je m'explique. Par nos critères de sélection de campeurs, nous avons pris l'habitude de réunir dans nos camps des groupes d'enfants normaux et d'écarter systématiquement les enfants qui présentaient certains problèmes de comportement ou des handicaps physiques. Ces enfants étaient regroupés dans des camps spécialisés "à l'abri des dangers" du Plein Air où ils ne courraient pas le risque de contaminer les "bon enfants" ou d'être ridiculisés par eux!

Toutefois, aujourd'hui, dans la mesure du possible, on a tendance à intégrer les handicapés à des groupes normaux afin de mieux les préparer à la vie. Je pense qu'au niveau des camps un effort semblable pourrait être fait avec grand profit pour les handicapés, pour la majorité de nos campeurs et pour le camp lui-même. Je vous raconte ici l'expérience d'un jeune aveugle, François, qui a vécu au Camp Ecole Keno deux étés extraordinaires.

C'était à la requête d'un de nos moniteurs, professeur pour handicapés visuels, que finalement, après bien des hésitations, nous avons accepté de recevoir François au camp, et de l'intégrer totalement à la vie normale des autres enfants. François était aveugle de naissance. A son premier séjour au camp il avait 12 ans. Très intelligent, belle personnalité, entreprenant, enthousiaste il n'avait pas été surprotégé par sa famille. Son seul vrai handicap était sa cécité.

Le moniteur de François avait été prévenu à l'avance et cette année là nous avions au camp deux professeurs qui lui avaient enseigné au cours de l'année. Cependant il avait été décidé qu'ils ne seraient ni l'un ni l'autre son moniteur. D'autre part ils avaient insisté pour que rien ne soit changé à la vie normale du camp.

Au début, les campeurs et le personnel se posaient bien des questions. Comment François va-t-il pouvoir suivre l'équipe? Pourra-t-il apprendre à nager, à faire du canot, de l'hébertisme, du tir-à-l'arc . . .? Pourra-t-il accompagner son équipe en expédition de canot-camping? Comment réussira-t-il à se situer face aux autres enfants? Nos deux experts disaient: "Il n'y a pas de raison de s'inquiéter!" Mais encore!

Tout s'est déroulé comme ils l'avaient prédit. François, par sa débrouillardise, sa patience et sa personnalité a gagné rapidement l'amitié de ses copains de hutte. Sans le prendre en pitié, tout bonnement, ils étaient prêts à l'aider. Ils devinrent conscients qu'il comptait sur eux pour se familiariser avec le milieu physique du camp. Ils acceptèrent volontiers de lui rendre ce service. Ils en sont même venus à accepter un certain leadership que François exerçait grâce à ses idées.

Au niveau des activités, il a fait de tout. La natation ne présentait pas tellement de problèmes. A l'hébertisme il s'est très bien débrouillé une fois familiarisé avec la piste et les obstacles. Au tir-à-l'arc il a rapidement appris à placer ses flèches sur la cible grâce à un grelot placé au centre de la cible actionné par une ficelle qu'il touchait du pied au moment où il était prêt à tirer. Il est devenu excellent canotier et a même passé avec succès toutes les épreuves de sécurité que cela implique. C'était extraordinaire de le voir se familiariser avec un arbre, une plante ou une fleur par le toucher, l'odorat et le goûter. Même sans voir, il percevait souvent mieux que nous les bruits, les choses, les sentiments des personnes . . . grâce à l'acuité des quatre sens qu'il pouvait utiliser.

Il a participé aux expéditions de canot-camping. Il avironnait bien mais ne pouvait pas conduire le canot pendant l'expédition. Une fois habitué à un site de camping nouveau, il aidait à monter la tente, à préparer le feu et même les repas. Il ne voulait pas être traité différemment des autres et tenait à faire sa part.

Un jour je me promenais avec lui le long de la plage. Il était du côté de l'eau et je m'étonnais de voir qu'il pouvait suivre la ligne d'eau sans se mouiller. Je lui ai demandé comment il pouvait faire

We all have the conviction that a camping experience is something important in the life of a child. This is why, throughout our marvelous country during the last 75 years, summer camps have become so numerous in order to allow young boys and girls to live worthwhile outdoor experiences.

In most of our camps, however, we have created, somewhat against our will, utopic living situations for the children who come to us. In fact, due to our selection processes, we have taken the habit of accepting in our camps normal children only, refusing systematically children with behaviour problems or with physical handicaps. These children were grouped in specialized camps, sheltered from the "dangers of the outdoors", where they could not contaminate "good children" or run the risk of being ridiculed by them.

However, today, in so far as it is possible, experts tend to integrate the handicapped children into normal groups to better prepare them for their future life. I believe that our camps could make a greater effort along that line. It would be profitable to the handicapped children, to very many of our so-called "normal" campers and even to our own camps! I will relate to you the experience of a blind boy, François, who spent two summers at Camp Ecole Keno.

It was at the request of a member of our staff, a teacher of blind and half-blind students, that, after many hesitations, we finally accepted François at camp with the idea to integrate him totally into the normal life of the other children. François was born blind. His first summer at camp he was 12 years old. He was very intelligent, had a great personality, had initiative and was enthusiastic. Luckily his family had not over-protected him. His only real handicap was blindness.

François' counsellor had been briefed ahead of time by two professors who had taught François that year and who were on the staff. Neither one of them, it had been decided, would be the boy's counsellor. Moreover they insisted that nothing be changed in the camp program because of François.

As camp began that summer both campers and staff people had many questions on their mind. How is François going to be able to follow his cabin group? How will he be able to learn swimming, canoeing, hebertisme, archery . . . ? Will he be able to go canoe tripping with his group? How will he manage to get along with his cabin group? . . . "There is no real cause to worry" said the two experts! And yet!

Sure enough everything went as they had predicted. François, thanks to his initiative, patience and personality, quickly won the friendship of his cabin mates. Not out of pity but quite naturally the boys were ready to help him. They realized he relied on them to get familiar with the physical setting of the camp and made themselves available to him. They even accepted, after a while, a certain leadership that François exercised because of the good ideas he could come up with.

As for camp activities, he took part in all of them. Swimming was no real problem. On the hebertisme course he managed quite well once he had become familiar with the setting and with the obstacles. On the archery range he learned quickly to shoot his arrows within the target thanks to a small bell pinned in the centre of the target. Once ready to take aim he would touch a small rope with his foot. That activated the bell and the sound was his guide! He became a rather good canoeist and succeeded in all the security tests that this implies. It was extraordinary to see him get acquainted with a tree, a plant or a flower with his sense of touch, taste and smell. Even without his eyesight he could perceive often better than all of us noises, objects and people's emotions because of the acuteness of his senses!

He took part in canoe trips. He used to paddle well but could not lead a canoe on a trip. Once familiar with a new camping site, he would help in setting up the tent, in getting the fire and meals ready. He didn't want to be treated differently from others and insisted in doing his share of the chores.

One day I was walking with him along the beach. He was very close to the water line and yet I was amazed that he never stepped

cela. Sa réponse fut aussi étonnante qu'inattendue: "Je sens l'eau!" C'est son odorat qui le guidait avec autant de précision que mois mes yeux!

Pour François, l'expérience du camp a été une chose importante. En effet c'était la première fois qu'il avait la chance de vivre des choses normalement réservées à des gens qui pouvaient voir. C'était aussi la première fois qu'il vivait et partageait avec un groupe d'enfants normaux une période de vie aussi intense et aussi réussie. C'était la première fois qu'il avait chance de vraiment goûter au Plein Air. Ce fut pour lui la découverte d'un monde nouveau! Enfin François a découvert qu'avec un minimum d'aide, il pouvait fonctionner de façon intéressante dans un milieu de vie normal. Comme stimulant pour lui, on n'aurait pu trouver mieux.

Pour les autres campeurs aussi, l'expérience a été extrêmement profitable. En effet, ils ont appris au contact de François combien la vue est un don précieux que l'on prend souvent pour acquis. La présence de François les a aidés également à faire plus attention aux besoins des autres et à se supporter mutuellement. Collectivement, au niveau de l'équipe, les jeunes ont accepté François et se sont sentis responsables de lui de sorte que l'esprit de la hutte a été excellent tout le long du séjour.

Enfin je crois que le personnel et la direction du camp ont beaucoup appris au contact de François. Plusieurs préjugés et bien des craintes sont tombés. Les questions que nous nous posions tout ont été résolues les unes après les autres. D'autre part les responsables d'activités, à cause de la présence de François, ont tout été obligés de repenser leurs méthodes et leurs trucs pédagogiques. La chose la plus importante que la présence de François nous a apprise est le rôle social efficace que le camp peut jouer dans l'effort important qui se fait actuellement pour intégrer dans des groupes et des situations de vie normale certains handicapés qui sont prêts à le faire émotivement et intellectuellement. C'est pourquoi, depuis 1971 avec le concours de personnes chargées de l'éducation de jeunes aveugles et demi-voyants, nous avons continué chaque été de donner l'occasion à 8 ou 10 de ces jeunes de vivre une véritable expérience de vie de Plein Air, intégrés dans des groupes de 10 campeurs, 1 handicapé par équipe.

Pour réussir, il y a certaines conditions à respecter. Il faut maintenir la qualité du programme offert et non pas la diminuer pour l'adapter aux quelques handicapés que nous recevons. Deuxièmement il faut viser à intégrer véritablement l'handicapé à la vie du camp et éviter la tentation de créer pour lui un régime spécial de vie. Troisièmement il est bon d'avoir au sein du personnel une ou deux personnes qui connaissent bien ces enfants, leur handicap et leurs problèmes particuliers. Il n'est pas nécessaire que ces personnes aient la charge immédiate des handicapés. Elles peuvent travailler ailleurs dans le camp mais être disponibles comme personnes-ressource pour aider de leurs conseils les membres du personnel qui en éprouvent le besoin. Enfin il ne faut sûrement pas dépasser la proportion de un handicapé par hutte car le contraire compromettrait le succès de l'intégration.

En terminant, je pose une question. Nous qui aimons les jeunes et qui dépensons notre temps et nos énergies pour permettre aux milliers d'enfants qui nous sont confiés d'acquérir des valeurs sûres, sommes-nous conscients des vastes besoins des jeunes handicapés qui pourraient probablement, avec notre aide, mieux réussir leur vie? POURRIONS-NOUS FAIRE PLUS POUR EUX?

Paul Bélanger s.m., Directeur, Camp Ecole Keno

in the water. I asked him how come. His answer was as astonishing as unexpected: "I can smell the water!" His sense of smell guided him with as much precision as my eyes guided me!

François' camping session was very important for him. It was the first time he had the chance to live a prolonged living experience normally available only to people who can see. It was the first time he had lived and shared with normal children with so much success. It was the first time he had the chance to taste outdoor living in such a setting and it was for him like discovering a brand new world. Finally, it made him aware that with a minimum of help he was able to operate satisfactorily with normal people.

For other campers also it was a profitable experience. Because of this blind child's presence they learned how precious a gift sight is, a gift we too often take for granted. Especially in François' cabin, the boys came to pay more attention to each other's needs and give more support to one another. Because of that, the cabin spirit developed beautifully.

Finally I believe that the staff and the director learned a lot from that child. Many of their prejudices and fears melted away during François' stay with us. The questions that were in our minds were answered one after the other. Staff people in charge of activities were obliged to review their methods and pedagogical approach and gained much from it. The most important thing we have learned from François' presence is the efficient social role the camp can play to support the attempts made today to integrate in ordinary life situations the handicapped children who are ready for it, both emotionally and intellectually. Since 1971, with the help of people responsible for the education of blind and half-blind children, we have continued each summer to take as campers 8 to 10 of these children and integrated them in groups of 10 campers, one handicapped child to a group.

To succeed in such an endeavour some conditions have to be met. First of all, the quality of the camp program must be maintained, not watered down, to meet the needs of a few handicapped children who come to camp. Secondly, we must aim for a true integration of the handicapped child into the life of the camp and thus avoid the temptation to consider him or her as a second-class camper. Thirdly, it is a good thing to have on the staff one or two people who know these children well, who know their handicap and their particular problems. It is not necessary that these people be immediately responsible for the handicapped campers. They may work elsewhere in camp but be on hand as resource persons to help the counsellors when they meet with problems. Finally, a camp should not accept more than one such camper per cabin. Otherwise it would make true integration difficult.

I feel like ending with a question! We who really care for children, we who devote time and energy to instil values in the heart of thousands of children trusted to our care, are we aware of the tremendous needs of the handicapped children who could probably make it better in life thanks to our help? COULD WE DO MORE FOR THEM?

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THE OUTDOORSMAN

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Basically, there are two types of fishermen. One is a serious and devoted type and the other is casual to the point of forgetting to bait his hook. These types come in a wide range of shapes and sizes but they all have one thing in common. They want to catch fish and they get a thrill out of it when they do.

Basically, there are two types of fish. One is smart to the point of being almost uncatchable. The other is not so smart and it will take just about any type of bait offered at any time. By August, most of the dumb fish have been taken so if you plan to fish this month, you had better prepare yourself to match wits with some pretty smart fish.

If you don't mind spending money for lures and, if you know what types of lures are sure-fire fish getters, you're all set. If you prefer live bait and you don't mind paying for it and if you have a box, can, pail or whatever in which to keep and transport your bait, you too are set.

If, on the other hand, you think you are a resourceful and clever character like me and you hate the idea of paying good money for a can of worms or whatever and you think you can manage on your own, I have some ideas I would like to share.

A professional worm picker can collect as many as 15,000 worms in one night! If you plan to go fishing, you can pick up a couple of dozen worms in no time simply by watering your lawn (or someone else's) at about four or five o'clock in the afternoon. At about ten o'clock that night, you simply go outside and, equipped with a flashlight, you pick up your worms.

Attach netting to a thin sapling. Bring tip around half way and tie. Gather bottom and tie.

To keep worms without buying a special box and special worm feeder, line a shoe box with aluminum foil and place two inches of earth on the bottom. Put your worms in and cover them with newspaper which has been soaked in water and wrung out. Put in enough paper so that it is difficult to get the lid on, then punch small holes in the lid to allow ventilation.

From an army surplus store, you can buy some inexpensive netting with which to make a simple net. This can be used to catch frogs and grasshoppers or any other creeping or crawling tidbit fish go crazy for. At night, a flashlight will spot frogs along a shoreline and it will freeze them in their tracks. If you're fast, you can grab them with your hands, but you are liable to get soaked in the process so, if you have a net, you can just drop it over them or in front of them. Crayfish can be taken with the net as well. Just turn over a few rocks near shore and watch them skedaddle. They run right into the net.

Grasshoppers and other insects are excellent baits, especially for trout and bass. The larger your net, the easier they are to catch. Of course, for grasshoppers you can also use a wool blanket in which they get the spikes on their back legs stuck. The secret of using these small offerings as bait is in the size of the hook you use. If you think your hook is too small, it's probably just right.

Hunting up your own bait can be a load of fun as well as a money saving pastime but don't get too carried away with it. The object is to catch fish so, by all means, catch fish.

TIPS

To give more "burning life" to your candles, give them a coat of shellac. This tends to retain the molten wax around the wick instead of its running down the side of the candle.

You can prevent musty odours in suitcases by keeping some unwrapped bars of soap in them.

To locate a suspected gas leak in a pipe cover the pipe with soapy water. Bubbles will reveal the seepage.

To cope with the familiar film of scum or 'skin' that forms on the top of milk or cocoa when it boils, don't skim it off, rather beat it into the beverage with a beater or spoon. In this way you will save nutritious milk solids and minerals.

To soften up some cookies that have become too hard for easy eating, put several pieces of fresh bread in with the cookies, and in a few hours they will be soft enough to enjoy.

Pails of water and sand and a fire extinguisher near your fireplace are safety 'musts' when you're enjoying a blazing fire.

When that stain in your teapot cannot be lifted by steel wool, try this surefire method. Mix a solution of water and denture powder and let soak overnight in the teapot.

When any kind of wax—candle, crayon, paraffin—comes in contact with linens, rugs, furniture, wallpaper, etc., it can be easily removed by placing a brown paper bag over the spot and applying a hot iron (use discretion re heat of iron).

Suggestions pour prolonger la vie d'une chandelle, se débarrasser des odeurs dans une valise, savoir quoi faire avec des patisseries qui ont durci, du lait bouilli qui fait une 'peau', une théière tachée, de la cire sur les meubles, le linge et les tapis.

—Helen Stewart

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Group Initiative Tasks for Camps

—by Stan Talesnick
Director, Camp Tawingo Outdoor Centre

Les projets de groupe, tels qu'expliqués dans cet article, peuvent être modifiés par les moniteurs en vue des activités de leur équipe. Garçons et filles de tout âge peuvent participer à ces projets une fois adaptés. Ils sont non seulement intéressants mais ils donnent au moniteur l'occasion d'observer le comportement de tous ses campeurs dans des situations parfois difficiles. Ces projets de groupe profitent à tous ceux qui s'y impliquent pourvu que les responsables poursuivent des objectifs bien précis et soient conscients de l'effort physique exigé par tel ou tel projet.

Group initiative tasks have been successful activities for High School, and even Junior High School students for the past year at the Tawingo Outdoor Centre. So, it was decided to use them as part of our Staff Orientation Week at Summer Camp.

Staff were divided into 12 groups, with 10 people in each group. Staff were placed so as to include a variety of ages, experiences, camp responsibilities, leadership abilities and personalities in each group. The aim was a straightforward one: to provide an opportunity for staff to look at the functioning of themselves and others in a group, through involvement in unique decision-provoking tasks.

The activity was planned for 2½ hours in an afternoon. Each task lasted 15 minutes, followed by a very fast move to the next area. So each group attempted ten of the twelve tasks. Each task was explained and supervised by a member of staff who had been responsible for the entire organization of the task.

*Tasks

1) Beam – A log 6 inches in diameter is lashed between two "V" limbs of two trees, about 8 feet above ground. The object is to get everyone over the beam, including the last person, who cannot be helped from below. Variations– do it for time, or have one of the people feign unconsciousness.

2) Pole and Tire – Use a long (12-15 feet) thin pole, and a blown-up inner tube. Supporting the pole within ten degrees of vertical, the group must get the tire over the top of the log. Divide the ten people into two groups of five, each with a pole and tire.

3) Electric Fence – Tie a rope or pole between trees, from 4-6 feet above ground. The rope represents the top of an electric fence of unfathomable voltage. The group must all get over the fence without anyone touching it. A pole may be supplied as an aid.

4) Set up Tents – One tent for five people. Set the tent up in a suitable place, finding whatever equipment is not in the tent bag. No talking is permitted. This can also be attempted wearing blindfolds.

5) Blindfold Walks – Done in pairs. One of each pair is blindfolded. The other leads him/her non-verbally, exposing him/her to many sound, smell, and feeling sensations. Change positions. Discuss methods of leading.

*Most of the tasks are collected from the Colorado Outward Bound School, via Bob Woodburn of York University, or from the Canadian Outward Bound School.

6) First Aid Situations – Using red dye, clean rags, and wood, in two groups of five. Each group chooses a victim and a situation and has the victim simulate suitable injuries. Then each group of four goes and treats the other group's victim.

7) Measure Distances – Measure heights of trees, or distances on land or water, without any instruments. This is generally done by geometry or trigonometry.

8) Diverging Bridge – Two logs spanning a creek bed, about four feet apart at near end, but diverging to about four feet five inches at the far end. Also four to seven boards, about four feet, 2 inches long. Using the boards, and without touching the logs, entire group must cross the creek.

9) Tea in a Tree – One billy can for every two people, along with wire, water, about twelve feet of rope, one teabag, matches, a good tree. Make tea in a tree.

10) Rock or Stump – Get the entire group on a rock or large stump.

11) Load Canoe – Canoe anchored five feet from dock or shore, two logs, and rope. Get the entire group into the canoe, without touching the water.

12) Maze – String or rope maze, about 10 inches off ground, in a treed area. Blindfold person, place him/her in centre of maze, and have him/her crawl out.

Groups are then asked to discuss such questions as:

1) Did your group function well?
2) Did one or two people repeatedly assume leadership, or was the role passed around?
3) Was everyone listened to?
4) Did any group members behave 'out of character'? If so, how?
5) What other tasks might be included in such an activity?

As a result of this program, some of these initiative tasks were modified by counsellors who set them up as cabin activities. Boys and girls of all ages participated in variations of these tasks. They proved to be not only enjoyable activities, but ones in which a counsellor could have the opportunity to observe all of his/her campers interacting in a somewhat stressful situation. The counsellor merely explained the problem, then observed, intervening only when some possibility of injury became imminent.

As a conclusion, group initiative tasks are valuable for all involved, as long as those conducting the activities understand their own personal objectives, as well as the physical demands of the task at hand.

Photo courtesy Camp Otterdale

organizing a sailing program

—by Catherine Thomas
Camp Northway

"Heave ho! gobs! let's haul up the sail,
Cast off from the buoy and head for the gale,
For it's over the lake, with the camp in our wake,
Come about! and away we go . . . . . "

Sailing is fun! When care is taken in planning, a successful and rewarding program can be set up at camp. The initial organization of camp sailing programs is often charged to a person with little or no experience in sailing. Suddenly there are all those complex decisions! It is with you in mind that this article is written.

Initial Assessment

(a) The Camp and Its Program: Assess your camp community – age, length of stay, ratio of new campers to old, numbers qualified for boating activity participation, etc. What activities do you offer in the total program? How concentrated is camper involvement in specific activities? Will sailing play a major or minor role in the overall schedule?

The recommended age for sailing is nine years and up. Younger children enjoy being in a sailboat but are generally more fascinated watching the wake than absorbing the mechanics of sailing.

The camp session should be at least two weeks. Three or four week sessions are more preferable as time is allowed for the less proficient campers to be exposed to the basics of the sport.

Programming will be dealt with in more detail later, but at this point, a decision must be made as to the general format you wish to offer – training in the basic fundamentals of sailing or a more encompassing course involving intermediate skills and racing. Consider, too, how many campers you wish to involve in one activity period as this influences the type and number of craft required.

(b) Geographic: Sailing can be enjoyed anywhere there is water and a breeze. The size of the body of water and the type of wind will dictate the type of boat to choose. Islands, points of land and cliffs, all make sailing more challenging. Anyone who has learned to sail on one of our northern lakes has been forced to be very aware of wind shifts.

Take a critical look at your waterfront. The area must provide space for suitable docking facilities and a traffic-free area on the water allowing for movement to and from the sailing dock while under sail in all wind directions and conditions. It is unnerving for the novice sailor to have to negotiate his way through the canoeing program.

Inspect the open area of your lake for obstacles such as rocks and deadheads. The draft of a sailboat can be as much as three to four feet with the centreboard down. Obviously, it is dangerous to have a board fly up after hitting an unseen obstacle. Mark such obstacles with a plastic float if they cannot be removed.

This brief assessment brings you now to the greatest quandary of all – that of selecting a boat. It is quite impossible to delve into the suitability of each class of boat for camp use. However, I do hope to provide you with some guidelines that I feel might assist you in making *your* decision.

Selecting a Boat

Anyone who is selecting a boat must do a great deal of preliminary research before transacting any agreement to purchase.

(1) Familiarize yourself with as many classes and designs of boats as you can find that may be suitable for your program.

(2) Take note of what is being sailed on your lake as a basic guide to size.

(3) Talk with experienced sailors, organizers of junior programs at yacht clubs, camp directors and sailing instructors, keeping in mind that each will probably present a varying opinion.

(4) Enquire not only about prices (which are staggering) but about the availability of boats. Orders for boats must be placed six months to one year in advance of delivery. Also enquire as to maintenance requirements and the availability of replacement parts. Above all, be sure the boat you choose is CAMPER PROOF. Select a boat that fits your budget – price-wise and maintenance-wise.

(5) The Canadian Yachting Association (CYA) administers a loan fund that has been set up to assist in the purchase of boats to be used for junior training, for the purpose of establishing a program or adding to a program – not as a replacement fund. Camps holding CYA membership can be eligible for this program. The Canadian Yachting Association and its provincial associations can be very helpful in other aspects of setting up and carrying out your program. Throughout this article you will find references made as to the specific services they can provide.

(6) Visit the library.

(7) Boat Shows provide a good opportunity to compare various construction features of the myriad of boats that are on the market today.

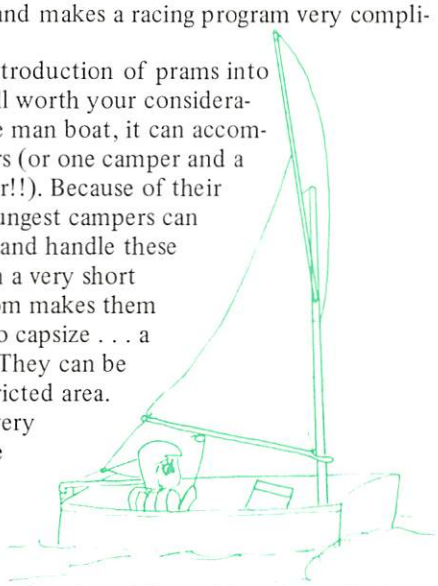
(8) Choose a class boat. Class Associations (addresses avail-

able from the CYA or your provincial sailing association), will advise prospective purchasers on the strengths and features of its boat, as well as provide a list of builders for your further investigation.

(9) Don't choose the racing model of any boat. They are too light and are equipped with too many lines and gadgets which, besides requiring constant repair, totally confuse the novice sailor. A good sailor does not need sophisticated rigging on his boat to perform his skills well.

(10) Stick to one class of boat. Mixing classes only confuses the campers and makes a racing program very complicated to run.

(11) **Prams:** The introduction of prams into your program is well worth your consideration. Basically a one man boat, it can accommodate two campers (or one camper and a very small instructor!!). Because of their design, even the youngest campers can quickly learn to rig and handle these small scows alone in a very short time. The flat bottom makes them almost impossible to capsize . . . a great safety factor. They can be sailed in a very restricted area. If your program is very unsophisticated, the hull of the pram can be fitted with oars and you have a dual purpose boat which can provide a lot of fun. Although available in Fiberglass, prams can be built of plywood at a great saving by your camp carpenter. Plans can be purchased from one of the various pram class associations. Wooden hulls do have their problems; however, because the design provides for few joins in construction, good maintenance practices and a handy 5-minute Epoxy kit can keep a pram in top condition without too much difficulty. Teenagers may find the pram to be rather dull if they are to do a great deal of sailing. Prams definitely are very useful in either a limited sailing program or when used as an introduction to basic skills before progressing to the larger, more demanding boats. I strongly feel that a good program should have *both.*



(12) **Used Boats** can be found in very good condition. Be sure, however, that someone who knows boats checks it thoroughly. It must meet all of your specifications before you buy.

What to Look for in Boat Construction

HULL: Choose a boat which has a reasonably stable hull but don't be so overcome with this feature that you choose a dog! A planing hull is good and fun to sail. There should be adequate space for stowing required safety gear where it will not be an interference while sailing. There should be a minimum of working parts on the hull. All blocks, etc., *must* be bolted underneath with washers, and better still, through a block of wood. Be sure that the hull is constructed so that parts can be replaced with a minimum of effort. The bow and the underside of the camp boat should be built with *additional* Fiberglass reinforcement. A boom-vang, rub rails around the gunwhales and hiking straps are good features. Transom bailers should be large enough to be efficient, with flaps or plugs providing a good seal. All plugs should be attached in some fashion so that they will not go astray when not in their proper position.

BUOYANCY: Buoyancy tanks must have a six-inch inspection cover on the side to enable you to see if any water has collected. There will always be a certain amount of condensation in any tank. Tanks should contain styrofoam. Additional styrofoam should be attached underneath the deck in the bow.

RIGGING: The key things to look for are strength, uncomplicated assembly and good fittings, which although being securely attached, can be replaced in the camp workshop. Masts should have internal flotation as this helps prevent a capsized boat from turning turtle. Check shrouds and stays for turnbuckles which allow for easy adjustment of tension. All lines should be made of dacron (nylon stretches when under tension) and run smoothly. Check that all blocks are of the proper size to accommodate the thickness of line used. Generally, plastic sheaves are used for rope, metal sheaves for wire. A mast which has internal halyards is to be avoided in the camp sailing program.

SAILS: For camp use, sails should have extra reinforcement in the following areas of stress: the headboard, batten pockets and around all cringles.

SPINNAKERS: Unless you are planning to develop a program involving intermediate skills, spinnakers can be overlooked. Small spinnakers can be fitted onto most boats at a later date with a few minor adjustments as long as the rigging is strong enough.

MAINSHEET: Although there may be those who would disagree, the mainsail should be transom sheeted in a boat that is to be used for instructional purposes. Centre sheeting takes up valuable space in the cockpit and hinders movement.

HELM: Pintles and gudgeons attaching the rudder to the transom of the boat should be arranged so that the rudder will not come out as can happen when you capsize. Remember, metal rudders sink! Pop-up rudders are an advantage if the landing area is very shallow, otherwise they can be a nuisance as they are at times difficult for youngsters to manipulate. Extension tillers should be equipped with a universal joint and some device which will hold the extension over the tiller when it is not in use.

ACCESSORIES: CLEATS should be made of metal and be of a size suitable for cleating as well as for *hanging* coiled lines. Nylon cleats work well but will snap off in time. SHACKLES of the captive pin type are best. The separating shackle should have an eye in the end of the screw so that the two parts can be tied together. Be prepared to replace both shackles and cleats as the variety most commonly found on boats are not camper-proof!

Staffing

The activity head must be an experienced sailor, who is not only a patient and understanding teacher, but capable of handling general boat maintenance and organizing a program. A person who has attained the level of CYA Qualified Instructor has been assessed in these areas. As well, he has his Bronze Life Saving and holds a certificate from a recognized First Aid course.

Keep in mind when staffing your program that sailing requires a great deal of preparatory training and on-going supervision. The number of assistant sailing instructors required will depend on the scope and number of campers involved in your program. Camp CIT's who are interested in becoming sailing counsellors can be of great assistance.

This article to be continued in the June/75 issue.

A Tribute to

Q.C.A.'s Mr. 'Van'

F.M. Van Wagner, known to his many friends as 'Van', was born in Hyde Park, N.Y. His childhood, spent on a farm, gave him a permanent and enthusiastic interest in outdoor living, and lured him into a career in physical education.

Always interested in camping, 'Van' bent his efforts toward the establishment, in 1925, of Camp Nominingue, a boys' camp situated on Petit Lac Nominingue in the Laurentians. In 1974, the camp celebrated its 50th season.

Because of his intense love of the out-of-doors, 'Van', through his teaching and example, has been a major influence to thousands of young people. No matter what forms organized camping has taken over the years, his philosophy has always been to live and teach the literal meaning of the word. As a result, camping-out and canoe tripping have been the basis for Camp Nominingue's existence for 50 years. When the summer season is over, the most natural thing for him is to take another canoe trip. In winter, 'Van' switches his interest to ski-touring, an activity he has been extremely active in since the mid 1930's. It is a little known fact that, next to the famous 'Jackrabbit' Johannsen, 'Van' has probably travelled more ski-miles in the Laurentians than anyone and, at the age of 80, is still an active skier.

In the camping field 'Van' has also shared his knowledge and skills. As early as 1937, as promoter and charter member of the C.C.A., Mr. 'Van' organized the Quebec Camping Association, English Section, to improve the camping methods and to raise the standard of the camps throughout the Province of Quebec. He was also the first President of the Q.C.A., remained an active Executive Member for many years, and is now an Honorary Member.

In 1955 he formulated and first introduced a Manual of Standards for children's summer camps in the Province of Quebec. He was President of the Canadian Camping Association with Office in Montreal from 1958 to 1961. On the occasion of Canada's Centenary, the Centennial Medal was conferred on Mr. 'Van' in recognition of valuable service to camping and the nation. In 1968 the Provincial Board of the Quebec Camping Association, English and French Sections, presented Mr. 'Van' with an Award of Merit, in recognition of devoted service to youth and camping in the Province of Quebec.

At the C.C.A. Annual Meeting in October 1974 Mr. 'Van' was made an Honorary Member of the C.C.A.

–Frances M. Kelly

O.C.A.'s Charles Plewman

One of the founders of the Canadian Camping Association, Charles Plewman continues to maintain a keen interest in the activities and programmes of the Association.

Charles first attended camp, as a camper, in 1903. In 1909 he operated his first short-term camp, followed by the Directorship of Camp On-Da-Da-Waks from 1913 to 1916. For the next three years he directed Camp Stephens, and continued to lead a variety of Inter-Church Camps until he opened his own boys' camp, Kilcoo, in 1932, which he owned until 1955.

During these years he helped found the Ontario Camping Association, becoming its President in 1945. He and some of his associates began publishing a "Camp Bulletin" . . . the forerunner of "Canadian Camping".

Charles Plewman's driving belief was one of "People" . . . and not things. He always had that certain 'magic' which created in people the desire to give – to give more of themselves than even they thought possible. He was a listener . . . he was approachable . . . and he was flexible, confident in a foundation built on high values and ideals.

Charles Plewman led and influenced people – but he wouldn't let anyone be a carbon copy . . . or a Charles Plewman Jr. . . . they had to be themselves!

On his retirement from Kilcoo, Charles continued to maintain a keen interest in young people . . . he talked with them . . . he learned more about them . . . and as a result he still continues to give. Around a campfire, or in a cabin, he can still enthrall a young group of boys with his stories of the past, and his hopes for them for the future. He is not content to let the world pass him by . . . he has stayed in it!

In recognition of his sterling leadership and very rich contribution to the field of Canadian Camping, Charles, an Honorary Life Associate of the O.C.A., was made an Honorary Member of the Canadian Camping Association at its Annual Meeting in October 1974, in Montreal.

–John R. Latimer

Editor's Note: It is hoped that Mr. Plewman's reply upon the receival of his C.C.A. Honorary Award will be printed in a future issue.

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Mert McDonald

ON THE BUSES

The highlight of the February 1974 National Standards Workshop was Canadian Day Camping. Meeting at Camp Richildaca in Kettleby, Ontario, the delegates attempted to develop desirable camping practices, assist provinces in developing and strengthening their own standards, and establish a national position on issues related to camping standards.

Day Camping was defined as an experience in group living in a natural environment. It is a sustained experience carried on during the daytime under the supervision of trained leadership.

In response to concern for a low standard of supervision in some government-funded day camps, letters were sent to government project officers requesting them to consult with the Standards Committees of provincial camping associations before approving outdoor recreation projects.

It is hoped that the compilation of Day Camping Standards, circulated by the C.C.A. will assist provincial associations in drawing up their own standards and they will submit them to John Hasell, Chairman of the National Standards Committee.

To Acquire Staff—Because most staff come from local areas, day camp administrators can organize a meeting of young people interested in applying for a job. At the meeting the camp philosophy, its program and general job descriptions and salaries can be explained and people who are (still) interested can be encouraged to sign up for a personal interview concentrating on the applicant.

Program Market—Each counsellor is given a weekly budget of chips (or money) and can bargain for key specialty facilities at the best times. Counsellors bid for such facilities as the arts and crafts hut, cookout supplies, swimming and hiking equipment. Groups with strong preferences for certain activities are accommodated. It can be fun too!

Short of Fire Wood?—Many larger towns and cities have public or private 'tree expert' firms which are often willing (or happy) to drop off kindling (branches etc.) at your camp site rather than drive further to a dump site.

Visitor from Outer Space—For special days or all day programmes, day camps

Cont'd. on page 14

LETTERS TO THE EDITOR

What is CCA? What is camping? Geneva Park '75! What was Geneva Park '75? To me it can be summed up in one word! PEOPLE! People willing to share, give, risk, adventure, communicate and just be themselves. Being quite new to CCA, but old in the business, this had to be the greatest experience ever! Don Ehat generated an excitement and feeling amongst people that bred something special. Togetherness! And what else is camping all about!

For me, personally, I gained many insights which I know will be beneficial in my part in "camping for people".

CCA and the Conference organizers are to be commended for the job done. Let's do it again!

–Mrs. Friendly Manitoba, Shanley Parkinson

I would like to share just a few lines concerning the Camp Directors' Workshop at Geneva Park. I wish I had had an opportunity twenty years ago to get in on some of the lectures and discussions we had there. Many of the mistakes in recruiting staff in these twenty years never would have been made.

My greatest impressions were not perhaps from the actual study sessions themselves but from the discussions that they led into later on. The friendly people we meet at camping conferences is a rare treat. The 'coast to coast' atmosphere is great.

Geneva Park gave direction to New Brunswick delegates. I sat in on one camp's Board of Directors' meeting a few weeks after Geneva Park and saw one delegate discuss insurance problems with a new outlook. Geneva Park had helped this camp a great deal.

I would like to see more national conferences such as this one.

–Philip A. Giberson, New Brunswick

Following the recent Camp Directors' Leadership Conference at Geneva Park, I have spoken with many of Québec's delegation, whose responses have ranged from "great!" to "super!". It appears that the last two Directors' Seminars held at Geneva Park have been the most enthusiastically received in recent years.

The accommodations were excellent, the resource people extremely helpful, the opportunity of idea-sharing with Directors from coast-to-coast invaluable, and the atmosphere was one of enthusiasm and "joie de vivre".

An indication of our endorsement of this particular endeavour lies in the fact that the Keynote Speaker, Dr. Don Ehat, has been secured for the Q.C.A. Director and Senior Staff Seminar to be held March 14-16 in Montreal.

–Wilfred A. Jackson, Quebec

As this is only my third year as a camp director, I was really excited about getting the opportunity to attend the conference. Also, having spent 7 years in Chatham, Ontario, it seemed like a homecoming to be going out east again even though my heart is in the west. Geneva Park is a beautiful spot and its facilities were fantastic.

The sessions I attended: staff training, evaluation program, camp philosophy, etc. were all quite interesting and informative. I was amazed at the difference between the camps we have out west and some of your large private camps out east. As it turned out, I was always in a group discussion with these large camps, yet was able to relate their experiences and problems to my own much smaller camp.

I suppose the thing that impressed me the most was meeting people like yourself who have been so involved in camping over the years. This was invaluable as I have taken on the responsibility of organizing our next conference which will be run in conjunction with the CCA Annual Meeting in Banff in 1976.

I must also say how much I enjoyed the Quebec delegation and their presentation on Saturday night. What great ambassadors of Quebec they were!

–Don Vosburgh, Alberta

It was indeed a pleasure for all of us to represent Nova Scotia at the Camp Directors' Leadership Conference at Geneva Park in January. It is always a treat for me to meet people from across the country who are striving for the same goal – the betterment of youth camping.

The conference itself was great and I was extremely intrigued by the friendliness extended by those who attended.

The sessions were very interesting and educational. Don Ehat sure knows his stuff! I felt that this area of the conference was extremely well structured. The small groups were beneficial for discussion and the tests and games that we experimented with were very interesting.

The rest of Nova Scotia's delegates agree with me that it was indeed a fantastic conference. I commend those members of the Conference Committee and C.C.A. for the excellent job in organizing such a venture. Keep up the good work, C.C.A.! Happy camping, Canada, in 1975!

–Murray Wickwire, Nova Scotia

The "menu" was rich with opportunities. First of all the double streaming of the conference allowed for a choice of practical subject matter or a very stimulating leadership development study. Then there was the give-get sessions which made the opportunity to share ideas etc. enough to keep every Director busy every waking moment. To top it off the "Resource Room" and the films etc. gave the selection of choices which was ideal.

Everywhere the excellent organization and hard work of the organizing committee was most evident. I know I speak for everyone when I say the menu was rich, the diet of material filling and we came away satisfied.

Thanks for a great conference.

–Doug McEwen, Ontario

The Canadian Camping Leadership Seminar, held during January, was one of the best conferences I have ever attended. Usually one attends a conference because of the "shop talk" one can have with his colleagues; too often the resource people are very secondary, or "off base", or apt to leave one "cold". But Don Ehat generated an excitement and feeling among the participants so that the information transmitted could easily be brought home and will be successfully used in any setting with all people – parents, campers, staff and agency personnel. Because of the material and the way it was presented, delegates developed a closeness and rapport which I have never experienced at a CCA conference before.

The organizers of the Conference and, especially the resource leader, Don Ehat, deserve a sound round of applause and our appreciation, for an extremely well planned and executed Conference. Let's have more of this type!

–Arnie Cohen, Manitoba

Piled in a car – friendly people – old friends – warmth – cold air – no snow – January about Toronto – driving North – we stop for balloons, water pistols, to cash a cheque – snow now across the fields – a minor turn off – through the trees – Geneva Park.

Comfortable rooms – many more friends – some new faces – out on skiis – the sun – a tooth mark etched into an old glass door – the give-get inquisition – Channels A and B – Our discussion group – the conference underway.

A hierarchy of needs – someone's window – thumbs up – Maslow and Marlowe – the working of groups – survival to affluence – finding oneself – appreciating others – along the lake – water-iced skiis – an excellent lunch – understanding and doubt – filling in forms – forming opinions – learning new ways – realizing old insights – shaken a bit.

Pink cards and blue – bells ring – hooters sound and laughter as well – A camp quiz – a question of what – who knows – some are in French – who knows?

Discussions – digging deep – some useful tools – people problems – problems – people.

An evening of song – a night of dancing – a truly Canadian happening – French and English – back and forth – matching each other – Frère Jacques – Row the boat – square dance – Carnival.

What more to say – a great experience shared.

–John Hasell, British Columbia

Quelques mots pour vous parler du séminar sur le leadership organisé par l'Association des Camps du Canada et qui a eu lieu à la mi-janvier à Geneva Park, au nord de Toronto.

Cette session s'est déroulée à un rythme intensif et fut très enrichissante pour nous. Les participants (200 environ), intégrés dans deux groupes différents, avaient la chance d'exprimer davantage au niveau des ateliers, des sous-groupes de travail et des plénières.

Notre groupe a été animé par monsieur Don Ehat, américain et spécialiste en relations humaines. Je retiens en particulier sa conception du cadre dans lequel peut s'exercer le leadership et certains concepts reliés à son application.

La délégation de Québec avait été mandatée pour organiser une soirée "canadienne" et grâce à la participation de tout le monde, cette activité remporta un très grand succès.

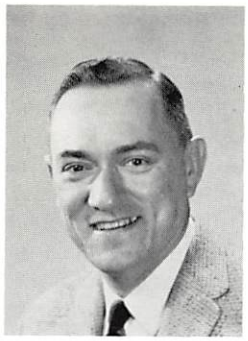
–Colette Marier, Québec

On the Buses (cont'd)

close to cities *may be able* to persuade local radio stations to send their traffic helicopter(s), complete with customed pilot, to the camp site. They are reluctant, however, to let you put a costume on the helicopter itself!

–Kenneth Robinson

Editor's Note: The OCA Day Camping Committee, with Kenneth Robinson as the magazine liaison, has accepted the responsibility for the production of this new column. "On the Buses" will be a column of hints of particular interest to day camping leaders. Kenneth and the Committee need news and views from day camping people across Canada so the Editor welcomes your submissions for inclusion in future editions.



Environmental Awareness at Camp

—by Dr. John J. Kirk
Director and Professor of Environmental Studies
Montclair State College, New Jersey School of Conservation

Le Dr. John Kirk écrit que le camp de vacances pour enfants peut devenir un laboratoire unique pour l'apprentissage des concepts et des idées nécessaires pour survivre dans un monde où l'indifférence de l'homme, son avidité et son ingorance menacent sa survie elle-même! Pour montrer à survivre, la vie de camp doit être pertinente, significative, semée de défis, vivante et plaisante. C'est à la fois la vocation et le défi du camp de vacances de développer dans le coeur de nos campeurs des attitudes et des valeurs qui vont les aiguillonner, une fois retournés chez eux, à travailler à la réalisation du rêve que nous partageons tout d'un monde meilleur et plus riche pour toute l'humanité.

In checking the history of the organized camping movement, one will discover that the first recorded organized children's summer camp occurred in 1861 at Milford-on-the-Sound in the state of Connecticut in the United States. The director of the camp was Mr. Fred Gunn, Headmaster of the Gunnery School. In response to requests from his students to be given the opportunity to live like soldiers, Mr. Gunn decided to move the entire student body from the school grounds to the camping site for a two-week experience. Since that rather humble beginning, organized camping has experienced phenomenal growth in Canada and the United States. Approximately ten million children will be involved in a camping experience in Canadian and American camps during the summer of 1975.

The irony of this is that, as wonderful as it is to reflect on the significant growth that has taken place in a little over a hundred years, there is also an unfortunate aspect to consider. The children who will attend camps in 1975 for the most part will be denied the fullness of the experience that was provided by Mr. Fred Gunn in 1861. As organized camping has grown down through the decades, the movement has gradually moved away from the original purpose and from that which is the most unique aspect of a camping experience, namely, learning to live in a natural environment. Many children attend organized camps today, and in the four-, six-, or eight-week experience may never have the thrill of cooking a meal over an open fire, may never have the challenge of pitching a tent or the enjoyment of sleeping under the stars.

During the last quarter of a century, many camp operators have evolved programs where the natural environment is used as a theatrical backdrop before which their interpretation of a camping experience is portrayed. This experience will include the teaching of tennis, horseback riding, golf, dramatics, arts and crafts, group singing, swimming, archery and riflery to cite only a few of the program offerings. Now let it be pointed out that the teaching of these activities can prove most valuable to a child, and yet they can all be taught, perhaps in even a more proficient manner, in a setting other than a camp setting. A child does not need to attend a camp to learn to play tennis or ride a horse or learn any of the skills previously mentioned. In addition to the acquisition of skills, a camp director may encourage parents to send their children to camp because of the group living experience or because the experience may prove to be beneficial to the child's health. The teaching of skills, the social values and physical values are the major reasons that the majority of camp directors use in promoting camp attendance. No one could fault any one of these "selling points", and yet this is not what makes camping unique for a child.

The one unique feature of the summer camp that separates it from schools, settlement houses and programs conducted by other youth organizations is that it takes place in a natural environment. Unless a camp provides opportunities for the child to enrich his awareness of the natural world, the program is inadequate and is, in fact, not a camp program at all. This does not mean to imply that the old nature study programs, which used to appear in camps some ten to fifteen years ago, should be resurrected. Most of them were discarded by the director as a charitable act on behalf of the campers. Under the guise of nature study, campers at one time were required to learn the names of ten trees, fifteen flowers, six birds and three animals; and for this monumental achievement they would receive the "looney bird award" or some such item of similar value. Nature study programs of the past focused on taxonomy – identification and classification, which can be extremely boring and uninteresting. What we need today is a utilization of the ecological approach to the teaching of the natural sciences, stressing the interaction, interrelationships and interdependence of all living things one upon the other.

The children's summer camp has the potential of being the most unique laboratory for learning the concepts and ideas necessary to survive in a world where man's indifference, greed and ignorance threaten his actual survival.

Children should be given the opportunity to develop a sense of kinship, a realization that all life is interrelated, and that if any life form is destroyed or mutated in any way, then the quality of all living things is proportionately diminished. This could be referred to as the development of a reverence for life, where children are given a first-hand opportunity to see and feel the important role our forest lands, woodlands and open space play in our lives, and the fact that we as a species could not continue to endure on this planet if it were not for these same forest lands and woodlands.

The organized camping movement, for the most part, has tended to retreat from the reality of a deteriorating and crumbling world, and alienate and insulate the camping

staff and children from reality. Camping people will sit around the campfires, sing their quaint little songs and toast their marshmallows while the world collapses around them. This unrealistic approach, if allowed to continue, may well cause the camping movement to become an endangered species and ultimately to become extinct.

If camping is to survive, it must be relevant, it must be meaningful, it must be challenging, it must be exciting and it must be fun. A skills-oriented program, after a season or two, becomes boring. A summer camp program that stresses the exploration of the natural world with the idea of helping the camper to better understand his or her role in that world can never become boring and can never become obsolete. Today's young people are extremely concerned with the errors and mistakes of previous generations that have tended to desecrate and destroy the natural beauty which is found in such abundance on this beautiful planet. Yet, if the exploitation is allowed to continue, the beauty will soon be lost and life will become as drab and dismal as the scars left by the strip miner or the slime caused by the oil spills.

Let all of us who have the opportunity and the privilege to work with children in organized camp settings pause and reflect on where we are and where we are going. Let us all evaluate our programs and make the necessary modifications to provide children with an opportunity to discover the role natural areas play as part of a life support system; let us include in our programs experiences that will help the child to discover the truth and beauty of nature; let us give them the knowledge and the skills that will enable them to be better citizens; let us join forces to do all that is possible in developing an environmental sensitivity and awareness in the minds and hearts of the children we are privileged to serve. The organized summer camp has this unique opportunity and great challenge to develop attitudes and values in our campers that will motivate them, upon returning to the community, to work toward the realization of the dream that we all share for a richer life and a better world for all mankind. ■

Camping in B.C.

—by Grant McKeen
Past-President, B.C. Camping Association

Like many other provinces in Canada, camping in B.C. is flexing its tentacles into many new areas of development and program.

Many of our camps have gone beyond the traditional two summer month operation and are enjoying the challenge of new avenues to serve youth in the out-of-doors.

In 1974 the B.C.C.A. Executive undertook a study of where was camping really at and who are we serving! Forty-three camps returned their material with some interesting feedback. Over 20,000 children were registered in these camps – 2,100 staff were employed in these camps – $400,000 was spent on salaries – $275,000 was spent on food.

Twenty-two camps reported increasing registration – seventeen remained constant, and only four reported decreasing registration.

B.C. has a small camping membership compared to Ontario and Quebec, but these figures indicate a very positive growth pattern for camping in B.C.

At the beginning of 1974 the membership of the B.C.C.A. implemented, following our Annual Meeting, a motion that only Accredited Camps could join the B.C.C.A. All other camps could have an individual join, but the camp would not be a member until accreditation.

Coupled with this decision, the B.C.C.A. Executive designed and carried out a visitation team training program which was very successful and was able to meet the needs of the Member Camps in B.C. who required visitations.

It is not the intention of the B.C.C.A. to exclude any camp from being part of the Association, but rather placing a set of Minimum Standards for these camps to attain before we include them in our Directory and support their camp operations.

We are particularly pleased that many new faces are coming forward, bringing their expertise, enthusiasm and skills in giving the B.C.C.A. more depth and support.

Our committees are constantly exploring and discussing new and better ways to assist the Membership including our relationship to the C.C.A.

The B.C.C.A. has been fortunate in having the calibre of leadership input by John Hasell, Rick Ryan and Lorne Brown to the C.C.A. as we endeavour to strengthen our relationship with our national body.

During 1974 we have seen the expansion of school camping in B.C. There is a very active Outdoor Education Committee in B.C. with many camp directors sitting on this committee and providing many positive spin-offs to the B.C.C.A. However, those camps involved in school camping are asking themselves if they are developing a dependency on school camping to meet their budgets. What alternatives could there be if school camping does not carry on? How can we as camp directors share our experiences in dealing with the school camp program? How can we presently co-operate and assist each other? Finally, how do we promote the use of our facilities for programs such as school camping?

We have developed a booklet *"Campsites Available for School Camping"* for school districts which hopefully will initiate discussions with them for long range planning.

The B.C.C.A. has divided the province into four key areas for service: Interior, Okanagan Valley and Kootenays, Island, and Lower Mainland. In each area there is an area director who is beginning to bring those camps in that designated area together to share common problems and plan programs for that area. It is hoped that through this process we will build a stronger camping movement and, secondly, be able to respond more efficiently to those areas' needs as they arise.

Our constitution has recently been revised; our monthly Newsletter has taken on a new format; the Executive Committee is well organized under the leadership of our President, Rick Ryan, and we all look forward to an exciting year in camping in B.C.

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Changes in Infectious Disease Immunization

—by J. Harry Ebbs, M.D.
Hospital for Sick Children, Toronto

Recommendations for immunization of normal children are changing as new vaccines are developed and proven, and knowledge of the duration of protection is gathered. Problems at camp associated with some contagious diseases are becoming less frequent. While some cases may occur there is less need for concern about the majority of them. However a significant number of people are not yet immunized and therefore camp health records should be carefully completed.

The following is the schedule for active immunization of normal children, recommended by the Canadian Paediatric Society and the American Academy of Pediatrics.

First year of life	– Diptheria, Tetanus and Pertussis (Whooping Cough)
	– D.T.P.
	– Oral Poliovirus Vaccine – T.O.P.V.
Second year	– Measles, Mumps, Rubella (German Measles) combined in one injection.
	– Tuberculin Test.
Before entering school	– Booster doses of D.T.P. and T.O.P.V.

Smallpox vaccination is no longer considered necessary unless an individual is going to visit one of the few areas in the world where smallpox has not yet been controlled. In recent years there have been very rare cases in Canada and the United States of America. Serious reactions can occur with vaccination. Vaccinia Immune Globulin (Human) is now available for the treatment of smallpox should it ever be necessary.

The camp Health form for both campers and staff should have smallpox deleted from the list of vaccinations. If the doctor considers it necessary to give primary vaccination, it should not be done in the month prior to going to camp. This will prevent the spread and infection of the sore from scratching, rubbing, etc.

Tetanus Toxoid is now known to be effective for at least ten years. Providing an individual was fully immunized previously he or she *does not need* a booster dose if they sustain a minor, clean wound. A booster dose should be given for contaminated wounds if more than five years have elapsed since the last dose.

If tetanus should occur in any person, Tetanus Immune Globulin is available. It has proven to be very effective.

New vaccines and combinations of vaccines are being developed.

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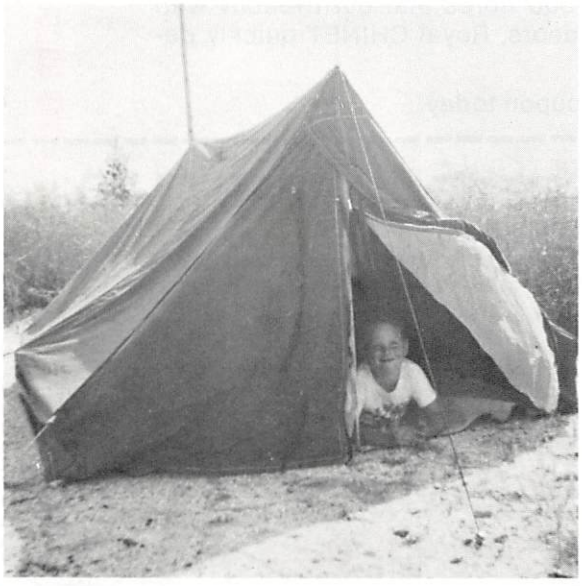

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